
STATE SYSTEMIC IMPROVEMENT PLAN

Phase III Year 4

MARCH 25, 2020

NEBRASKA DEPARTMENT OF EDUCATION

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Introduction of Nebraska and the Phase III-Year 4 Submission

Nebraska is a unique state. From its fierce sense of individual and community ownership to its Unicameral Legislature, from its bedrock family and community and local values to its statewide pride in who Nebraskans are, Nebraska is unique.

Nebraska's Educational Service Units (ESUs) are intermediate education agencies mandated by state statute in 1965 to provide professional development for educators as part of state defined core services. ESUs are service-oriented, non-regulatory agencies designed to achieve a better balance of educational opportunities for students regardless of the population, financial differences, or geographic limitations of school districts. The ESUs are uniquely situated to assist the Office of Special Education in implementing the State Systemic Improvement Plan (SSIP).

Nebraskans place the highest values on its families and its communities. "Family and community first" ensures protection for those values Nebraskans treasure. It ensures that the institutions Nebraska creates and the government services Nebraskans provide, protect, support and strengthen families and communities. With this strong sense of community in mind, Nebraskans are very involved with and protective of local control for their schools. Within the state, there are 244 districts.

As Nebraska has worked at building a comprehensive Multi-Tiered System of Supports (MTSS) system that provides for increasingly intensive services in academics and behavior, stakeholder involvement has been key. Nebraska continues with an ever evolving MTSS plan for increasing the use of Evidence Based Practices that Nebraska believes will result in better outcomes for Nebraska students. By creating a comprehensive statewide MTSS system based on the provision of differentiated supports, Nebraska believes all students will receive the levels of assistance needed to improve the outcomes for each student including students with disabilities.

Nebraska has been actively involving stakeholders in the development and revision of the SSIP throughout all three Phases of development. During Phase I, our stakeholders helped to identify the State Identified Measurable Result (SIMR) as well as the coherent improvement strategy. While developing Phase II, Nebraska met multiple times with varying groups of stakeholders in order to identify a cohort that would be geographically and demographically representative of our state. None of the proposed cohort configurations met the criteria desired by some of the most vocal stakeholders, and it was overwhelmingly recommended that all third grade children in the state be included in the SIMR. Using the outline provided by OSEP, the following narrative describes Nebraska's SSIP Phase III Year 4 work and progress.

Summary of Phase III Year 4

Theory of action or logic model for the SSIP, including the SIMR

During Year 1 of Phase III, Nebraska’s Theory of Action, Logic Model, and State-identified Measurable Result (SIMR) were changed based on stakeholder input and data analysis (see SSIP Phase III-Year 1 on pages 5 - 7). As Nebraska worked on implementing the activities indicated in the Phase III Year 1 submission and continued to involve stakeholders, it was determined that the Theory of Action, Logic Model, and State-identified Measurable Result (SIMR) accurately described the work implemented.

Nebraska Theory of Action

	Strands for Action for NDE.....	If.....	Then.....		
			District	Teacher	Student
Increasing use of EBP	#1 - Require each Nebraska district to develop a Targeted Improvement Plan aligned with data-identified needs, and deeply implement student-centered, evidence-based practices	NDE continues collaboration with districts, Office of Special Education staff review and monitor the TIPs to support work with all districts, and review TIPs to ensure that evidence based strategies are identified and implemented with fidelity....	Resources and supports can be leveraged within districts to support implementation of evidence-based strategies as identified in their improvement plans with fidelity	Will use evidence-based strategies with fidelity	Will demonstrate increased reading proficiency as measured by the state assessment (NSCAS)
MTSS implementation	#2 - Develop a comprehensive statewide MTSS framework to support districts in selecting evidence-based practices and implementing them with fidelity	NDE provides leadership and continues to support improved outcomes through multiple initiatives...	Districts will have access to supports provided through Nebraska’s coherent improvement strategies		
Alignment of State Infrastructure	#3 - Align the state infrastructure to ensure districts receive necessary supports to deeply implement evidence-based reading strategies to support all learners	Special Education activities are aligned with Nebraska’s state goals and the continuous improvement process (AQuESTT)...	Expectations for improvement will be consistent across all state programs and will ultimately provide a common message to all school districts to support implementation of EBPs with fidelity		

Based on the implementation of the activities detailed within Phase III Year 1 of the SSIP, the Department of Education Office of Special Education along with stakeholder feedback determined that no changes were needed to Nebraska’s Logic Model found on pages 5 and 6.

Nebraska’s Logic Model

<u>Inputs</u>	<u>Improvement Strategies</u>	<u>Short-Term Outcomes</u>	<u>Medium-Term Outcomes</u>	<u>Long-Term Outcomes</u>
<p>NDE Special Education (Leadership, Office of Special Education staff and SSIP team)</p> <p>State Educational Agency</p> <p>Learning Collaborative</p> <p>NeMTSS Implementation Support Team</p> <ul style="list-style-type: none"> · UNL · NETA B <p>SPDG PBiS (Management team, coaches)</p> <p>Evaluation team for SPDG, NeMTSS, and SSIP</p> <p>Stakeholders: LEAs, Special Education Advisory Council,</p>	<p>Component 1: Increase the use of evidence-based practices (EBPs) by providing support for district Targeted Improvement Plans (TIPs) including data analysis, selection of EBPs, and implementation of EBPs to fidelity</p>	<p>C1a. NDE staff will demonstrate the knowledge and skills necessary to provide support to LEAs</p> <p>C1b. District teams will align TIPs with district data.</p>	<p>C1c. Districts will select EBPs with high likelihood of improving outcomes for students with disabilities.</p>	<p>C1d. Districts will implement EBPs with high levels of fidelity.</p>
	<p>Strategy 1: Develop and implement a comprehensive MTSS framework to provide behavioral and academic supports for all students.</p>	<p>S1a. In order to build upon existing infrastructure, districts will continue to receive training and support through the NeMTSS Implementation Support Team and NEPBiS.</p> <p>S1b. In collaboration with stakeholder input, a comprehensive MTSS framework will be developed.</p>	<p>S1c. A training, coaching and TA resource center will be developed to support the MTSS framework.</p>	<p>S1d. LEAs will implement the MTSS framework with fidelity.</p>

<u>Inputs</u>	<u>Improvement Strategies</u>	<u>Short-Term Outcomes</u>	<u>Medium-Term Outcomes</u>	<u>Long-Term Outcomes</u>
Nebraska Association of Special Education Supervisors	Component 2: Align resources and programs within the state infrastructure to support implementation of SSIP activities.	C2a. NDE special education staff will collaborate with other NDE team to align the SSIP with ESSA and AQuESTT.	C2b. Gaps in infrastructure will be identified and addressed using stakeholder workgroups, strategic planning work and coordination with the ESUs. 2c. Establish a Grant/Financial support process designed to provide assistance to Districts.	C2d. Training and information will be provided and disseminated in a consistent and cohesive manner.
<p>Student Outcomes</p> <p>SIMR: Increase reading proficiency for students with disabilities at the 3rd grade level as measured by the statewide reading assessment.</p> <p>Growth Goal (K-3): Decrease the number of students determined at-risk for reading failure beginning in Kindergarten. Maintain/Increase the rate of growth for students on IEPs in order for them to be grade level readers.</p>				

SIMR

As identified in Phase I, the SIMR was selected based on its alignment with Part B Indicator 3C of the State Performance Plan (SPP) as well as its close ties to the Nebraska State Board of Education statewide initiative for continuous improvement.

Because of data analysis and feedback from our multiple stakeholder groups, Nebraska’s SIMR is to increase the reading proficiency for students with disabilities at the 3rd grade level as measured by the statewide reading assessment. The SIMR allows Nebraska to monitor the reading proficiency of all third grade students with disabilities and allows the Office of Special Education to disaggregate the data according to the various components of the strategy implemented.

Nebraska is looking at data from the entire state. Due to the sparse population, the large geographic area of the state, the close relationship the Office of Special Education (OSE) shares with the local education agencies, and strong stakeholder involvement, the State Education Agency (SEA) felt it was critical to continue to examine reading proficiency statewide.

SIMR Phase III

Increase reading proficiency for students with disabilities at the 3rd grade level as measured by the statewide reading assessment.

3rd Grade Reading Proficiency for Students – Statewide Assessment (NSCAS)

School Year	2017-18	2018-19	2019-20	2020-21
Sp Ed. Percentage	26.39%	28.29%		
General Ed Percentage	58.74%	60.08%		

*Yellow highlight indicates a new baseline year.

SSIP 2017 - 2021 Targets

FFY		2017-18	2018-19	2019-20	2020-21
Target	New Vendor	65.86%	67.86%	29.54%	30.79%
Progress		Not Met 26.39%	Not Met 28.29%		

Baseline and Targets

The 2017-18 and 2018-19 targets were set based on a trajectory of growth within a five-year period using the previously used language arts standards. Proficiency scores were looked at from a five-year previous trajectory to give a predictive measure over the next five years. Although the SIMR includes all students with disabilities, the targets have not changed since they were established in Phase II. With the implementation of the new statewide English - Language Arts standards and assessment in 2016-17 that replaced the previous Nebraska Education State Assessment for reading, there was a significant drop in proficiency scores for all students, at all grade levels including students with disabilities at the third grade level. Nebraska had a new vendor for the 2017-18 school year that included a computer adaptive testing feature that again affected outcome levels for all students. The documentation from the new vendor said to expect a drop in scoring within the first years of implementation. With not having targets beyond 2018-19 and having had the same statewide assessment using the new standards for two consecutive years, Nebraska chose to establish targets for an additional two years (see SSIP 2017-2021 Targets on page 7).

With the vendor that NDE contracted with for the statewide assessment during the 2017-18 school year, the NDE was able to provide all districts with copies of the Measures of Academic Progress (MAP) assessments for all third through eighth grade students in all districts. The goal of providing MAP assessments statewide was to ensure teachers had up-to-date data for students to guide instruction. By 2022, the fall and winter MAP assessment will be linked to the statewide assessment (NSCAS) given in the spring.

As a result of districts having access to MAP assessments, NDE began using MAP data as an interim measure for reading proficiency (identified as a Growth Goal in the Logic Model on page 5-6). During the 2017-18 school year, although some MAP data was available for 3rd graders, the Office of Special Education did not have a complete data set to review. As a result, the NDE provided guidance to districts to ensure they were entering students' unique identification numbers into the MAP assessment profile to ensure demographic data was captured when students took the

assessment. During the 2018-19 school year, the Office of Special Education was able to get a more complete MAP data set allowing for interim baseline measures to be set (see pages 27-29).

Coherent improvement strategies

The coherent improvement strategies or principal activities employed during the year, including the infrastructure improvement strategies are described in this section. The year, unless otherwise defined, includes activities worked on from April 2019 through March 2020.

“The MTSS process has caused the district to become more aware of the data that is collected on our students. We now use the data to make decisions about the assistance that is being given to our students; instead of relying completely on perceptual data. This improves the district’s capacity to improve results for children with disabilities as we are catching them at an earlier age and providing intense interventions and other accommodations to help them become more successful in their academic career.”

➤ *Quote from a NE District implementing MTSS*

As shown in Nebraska’s Logic Model found on pages 5- 6, the Office of Special Education has three improvement strategies evaluated. The three strategies include:

1. Increase the use of evidence-based practices (EBPs) by providing support for district Targeted Improvement Plans (TIPs) including data analysis, selection of EBPs, and implementation of EBPs to fidelity.
2. Develop and implement a comprehensive Multi-Tiered System of Supports (MTSS) framework to provide behavioral and academic support for all students.
3. Align resources and programs within the state to support implementation of SSIP activities.

Although Nebraska continues to focus on the activities detailed within the Logic Model, the Office of Special Education has identified MTSS as the main strategy containing two main components. Those two components are (1) increasing the use of evidence-based practices and; (2) aligning resources and programs within the systems alignment.

Strategy (NeMTSS Implementation):

Develop a statewide-tiered system of support to enhance districts’ ability to improve students’ reading performance.

The principal activities employed from April 2019 through March 2020 were as follows.

- Expanded the MTSS Implementation Team to include regional supports
- Established consistent trainings for core awareness and data analysis
- Established work groups in three main areas to scale up
- Provided multiple trainings that begin with a core awareness, data analysis, building and refining, topical, and coaching training.
- Provided technical assistance to districts regarding data analysis at the systems and intervention level.
- Provided a statewide MTSS conference with national and local speakers.
- Continued work with the MTSS builder’s group to respond to the feedback and recommendations among our stakeholders to guide refinement of the comprehensive MTSS framework.

- Use of the MTSS self-assessment by districts to determine areas of support needed in implementing and/or strengthening the MTSS framework in use.

Component 1 (Increase use of EBPs):

The principal activities employed from April 2019 through March 2020 were as follows.

- Document created to provide examples and requirements for each component of the TIP.
- NETA B staff reviewed all district TIPs.
- Feedback regarding TIP submission provided to districts by the Office of Special Education.
- Review of the TIPs submitted to identify trends and needs for additional professional development and technical assistance.
- Survey districts to obtain feedback regarding what additional training was needed and about the electronic submission of the TIPs.

Component 2 (Systems Alignment):

The principal activities employed from April 2019 through March 2020 were as follows.

- Monthly meetings with multiple NDE offices for the Data Collaborative (Learning Collaborative) occurred.
- Development of a new data focused monitoring process.
- Development of a NeMTSS Continuous Improvement Plan Template to be used as a platform to align all required improvement plans within the Department.
- Interoffice continuous improvement planning training to provide additional support to districts identified as Targeted Support and Improvement (TSI), Additional Targeted Support and Improvement (ATSI), and Comprehensive Support and Improvement (CSI).
- Implementation of the third statewide MTSS conference.
- Attendance at the Cross State Learning Collaborative Fall Convening and State Leads Meetings.

Specific evidence-based practices that have been implemented to date

Strategy/Component	Activities	Progress
NeMTSS Implementation	1. Distribution of NeMTSS materials through the newly developed website including the self-assessment, training modules, progress monitoring tools, fidelity measures	Met
NeMTSS Implementation/Systems Alignment	2. Implementation of the third annual MTSS Conference	Met
Increase Use of Evidence-Based Practices (EBPs)	3. At least half of all Nebraska districts will report improvement in the indicator are selected	Met
Systems Alignment	4. Development of continuous improvement tool aligned with AQuESTT, ESSA, and Department Office needs	Met
Systems Alignment	5. Development of new focused monitoring process	Met

Brief overview of the year’s evaluation activities, measures, and outcomes

Nebraska’s evaluation activities, measures and outcomes in 2018-19 were documented in Phase III Year 1 under “Planned evaluation activities including data collection, measures, and expected outcomes” on pages 38-39. Additional activities were documented in Phase III Year 3 under “Plans for Next Year” on pages 33-34 and are aligned with the three strategies identified within the Logic Model as described in Nebraska’s Logic Model on pages 5- 6. As stated on page 8 the Office of Special Education has identified MTSS as the main strategy containing two main components. Those two components are (1) increasing the use of evidence-based practices and (2) aligning resources and programs within the systems alignment.

The tables below specify the evaluation activities completed in Phase III Year 4 of the SSIP. In the Outcomes column, “Ongoing” delineates activities that are continual and do not have a specific due date.

Strategy: MTSS Implementation

<u>Evaluation General Activity</u>	<u>Evaluation Specific Activities</u>	<u>Measure</u>	<u>Progress</u>
Monitor Implementation of MTSS Framework	Website functionality	<ul style="list-style-type: none"> Number of website hits Requests for changes to website 	*Ongoing
August 2019 MTSS Conference	Conference surveys	Survey evaluations	*Met
District Consulting during the 2019-20 School Year	Feedback survey for participants	Effectiveness of the consultant process	*Ongoing
<p>Outcome: Increased attendance at the MTSS conference (Logic Model S1a). Expanded MTSS supports provided statewide enabling districts to demonstrate progress toward the individual targets set within the Targeted Improvement Plan (Logic Model S1c).</p>			

* Specifics regarding the outcomes for the Strategy are on pages 19-20 and 25.

Component 1: Increase Use of Evidence-Based Practices

<u>Evaluation General Activity</u>	<u>Evaluation Specific Activities</u>	<u>Measure</u>	<u>Progress</u>
Monitor improvement of outcomes in districts	NETA B staff conduct review of district TIPs	TIP Review Tool	*Met
	TIP feedback to districts	Completion of the review tool	*Met
<p>Outcome: 124 districts out of 244, regardless of the focus for improvement, have reported progress toward their target (Logic Model C1b, C1c, C1d & SIMR). Students whose districts focused on reading in the TIP had a higher level of proficiency on the NSCAS than those in districts who focused on an area other than reading (Logic Model C1b, C1c, C1d & SIMR).</p>			

* Specifics regarding the outcomes for Component 1 are on pages 21-23.

Component 2: Systems Alignment

Evaluation General Activity	Evaluation Specific Activities	Measure	Progress
Monitor improvement of outcomes in districts	NETA B staff conduct review of district TIPs	TIP Review Tool	*Met
	TIP feedback to districts	Completion of the review tool	*Met
<p>Outcome: 124 districts out of 244, regardless of the focus for improvement, have reported progress toward their target (Logic Model C1b, C1c, C1d & SIMR). Students whose districts focused on reading in the TIP had a higher level of proficiency on the NSCAS than those in districts who focused on an area other than reading (Logic Model C1b, C1c, C1d & SIMR).</p>			

***Specifics regarding outcomes for Component 2 are on pages 24-25.**

State Identified Measurable Result (SIMR)

Evaluation Activity	Measure	Progress
Monitor progress with SIMR	Percent of students with disabilities scoring at a proficient level statewide	*Not met Targets set for 2019-20 and 2020-21
	Percent of all third grade students at a proficient level statewide	
Monitor growth goals	Rate of growth	*In process

*** Specifics regarding outcomes for the SIMR are on pages 25-29.**

Highlights of changes to implementation and improvement strategies

One change during Phase III Year 4 was the ability to use Measures of Academic Progress (MAP) data to measure the growth goal toward the State Identified Measurable Result (SIMR). When the Nebraska Department of Education changed vendors for the summative assessment in English and Language Arts, it was able to provide formative assessments to districts (MAP). Districts who assess students using MAP provide reading proficiency scores in the fall, winter, and spring to the NDE. MAP is then able to provide measures of growth (RIT scores). The Office of Special Education and the NDE Office of Data, Research and Evaluation recently completed the process of overlaying demographic information onto the formative assessment information to more accurately measure growth for students who are at risk or identified as having a disability. Although some MAP data was available for the SSIP Phase III Year 3 submission, MAP data from the entire state was made available for the 2018-19 school year allowing the NDE to establish baseline for the number of students considered “at risk” in reading. Initial MAP data is on pages 27-29.

In addition to accessing MAP data as an interim measure of progress toward the SIMR, the NDE also began looking at pre-literacy data available through Teaching Strategies GOLD (See TS GOLD data on page 29). Teaching Strategies GOLD is the assessment used to determine preschool outcomes for Indicator 7. With NDE’s philosophy that MTSS should begin at the earliest levels, and to ensure

students have a strong literacy base in order to achieve college and career ready standards, getting a baseline of pre-literacy skills was essential.

Summary

- NDE has used the same reading assessment for two consecutive years allowing for early trend identification to reset targets.
- The Office of Special Education, with the use of local formative assessment data (MAP) for intermediate measures toward progress on the SIMR, has established baseline for the number of students identified “at risk” in reading.
- The Office of Special Education established a baseline for the percentage of preschool children who are below expectation for pre-literacy skills based on the TS GOLD assessment.
- All short-term activities from Phase III-Year 3 contained within the strategy and two main components have been met.

Progress in Implementing the SSIP

Description of the State’s implementation progress

The Office of Special Education has made significant progress in implementing the activities detailed within Phase I, II, and III Years 1 - 3 of the SSIP. Nebraska’s progress with implementation as well as modifications during Phase III Year 4 are described within this section.

Description of the extent to which the State has carried out its planned activities

A description of the extent to which the State has carried out its planned activities with fidelity is described in this section. It includes what has been accomplished, what milestones have been met, and whether the timeline has been followed.

Progress on Strategy: NeMTSS Implementation

Beginning in April 2019 and continuing through March 2020, the Implementation Support Team (IST), a State Grant Funded project, was expanded to include regional facilitators. The regional facilitators provided a variety of support to school districts. The types of supports and the number of districts impacted is in the table on pages 19- 20.

With the addition of regional MTSS facilitators and expanded MTSS supports, NDE established teams that consisted of the following:

- Regional facilitator
- Academic implementation facilitator
- Behavior implementation facilitator
- Early childhood implementation facilitator

MTSS support teams worked to ensure materials, presentations, and supports provided were consistent. Supports offered included the following:

- Systems training offered as day long workshops;
 - Day 1
 - Why MTSS
 - MTSS Website exploration

- MTSS Framework
 - Problem Solving
 - Taking stock of data
- Day 2
 - Evidence-based practice inventory
 - MTSS Self-Assessment
 - Building electronic storage unit
- Day 3
 - Data Analysis
 - Identification of priorities and one-year commitment
- Day 4
 - Implementation science
 - District plan alignment
 - District team alignment
 - Guided work on MTSS plan template
- School focus and essential element training (trainings focused on areas of need identified by the district through the MTSS self-assessment)
- PBIS and Pyramid training

As the Office of Special Education continues its efforts in establishing a Comprehensive MTSS Framework for districts to implement, it has developed a structure that allows for stakeholder input and guidance at multiple levels, including a core team, key advisors and participants, and a feedback and dissemination network as recommended through the Leading by Convening materials.

The role stakeholders have played in the implementation of the MTSS Framework can be found in *Stakeholder Involvement in SSIP Implementation* portion of the Phase III-Year 4 SSIP under the heading “*How Stakeholders have been informed of the ongoing implementation of the SSIP*” beginning on page 17.

[Progress on Component 1: Increase Use of EBPs](#)

Districts have been annually updating the Targeted Improvement Plan (TIP) since initially implemented during the 2014-15 school year. During the 2017-18 school year, districts were required to provide a specific implementation and evaluation plan for the evidence-based strategy selected. Data showing the level to which districts included criteria to measure implementation and an evaluation plan can be found on pages 22-23. By December 2018, districts were required to report their progress with implementing the evidence-based strategy selected and report the fidelity in which it was implemented. The state set a target of having half of the districts report progress toward the target. Although that target was met, NDE requires districts to provide a rationale for why the target was not met (see data page 23).

[Progress on Component 2: Systems Alignment](#)

Multiple steps were made in the alignment of the SSIP with other initiatives. As has been noted, the Office of Special Education continues to collaborate with other departments at NDE. Additionally, the Office of Special Education made efforts to increase our intentional collaboration with both local directors and the Nebraska Association of Special Education Supervisors (NASES) in order to address issues and efficiently use resources to improve programming and implementation of evidence-based practices.

During the development of Phase II of the SSIP, NDE Office of Special Education established a committee (Learning Collaborative) including individuals from various offices within the department to collaborate and align initiatives. Although this Learning Collaborative continues to undergo changes, it continues to have representation from multiple offices including:

- Office of Special Education
- Office of Accreditation and School Improvement
- Office of Accountability/AQuESTT
- Office of Teaching and Learning
- Data, Research, and Evaluation Office
- Office of Federal Programs and Nutrition
- Office of School and District Support
- University of Nebraska in Lincoln (UNL)
- Educational Service Units
- MTSS Builders Group
- Results Driven Accountability (RDA) Stakeholders

When the SSIP began, the Office of Special Education requested assistance from other offices within the department. As a result, a committee formed to work specifically on systems alignment. During the course of the 2019-20 school year, the Committee for the Coordination of Systemic Improvement (CCSI) members have participated in monthly meetings as well as having been invited to trainings, virtual meetings, and webinars provided by the National Center of Systemic Improvement (NCSI). The focus of this Committee has been on:

- Alignment of state infrastructure
- Creation of a single unified improvement plan that accommodates key components of the multiple plans required by the Department and is aligned with Nebraska's accountability system (AQuESTT) to allow districts to focus on implementation of improvement activities rather than the creation of multiple plans
- Development of a comprehensive needs assessment that will guide districts in the development of their unified plan as required by ESSA

In order to continue providing districts support around MTSS implementation, Nebraska organized and presented the third MTSS Conference in the state. A group of national and local presenters conducted the conference. The 2019 MTSS Conference was attended by 1,050 compared to the 750 participants that attended the 2018 MTSS Conference.

Along with the high level of collaboration among the various offices within the Department, the Office of Special Education is continuing the work of restructuring and strengthening the teaming process. Activities specific to the work within the Office of Special Education include:

- Revising the electronic system in which districts report their progress on their Targeted Improvement Plans (TIPs)
- Modifying the monitoring system to have a greater emphasis on data and continuous improvement
- Defining the roles and responsibilities required within the office
- Aligning the work accomplished in the Office of the Special Education with the State Board's Strategic Plan

Intended outputs/outcomes that have been accomplished

The intended outputs and outcomes that have been accomplished as a result of the implementation activities is described in this section.

Strategy: MTSS Implementation

Through the work of the MTSS Builder's Group described on pages 8-9, Nebraska made updates to the established a website used to house information about the NeMTSS Framework providing districts with resources. Specific outputs/outcomes accomplished because of the implementation activities in relation to the activities with the Implementation of the MTSS Framework are found in the "Description of data for key measures" beginning on page 19.

Component 1: Increase Use of EBPs

All of Nebraska's 244 districts submitted a Targeted Improvement Plan (TIP). The focus of the TIP included reporting progress in implementing the evidence-based strategy selected and providing data regarding the fidelity of implementation. NETA B completed an analysis of the TIPs submitted using a new rubric developed in collaboration with the Office of Special Education. The rubric focused on elements included in the guidance document that was provided to districts to describe the expected components of the TIP. Information gathered from the rubric was used to provide comments to districts regarding the strengths and areas of improvement for the plan. Feedback provided was intended to guide districts through the continuous improvement process and to build a strong foundation from which a unique individualized school improvement plan may be implemented to improve outcomes for students with disabilities.

A summary of what was discovered during the TIP review can be found on pages 21-23. TIPs submitted December 2, 2019:

- Included the necessary information to set the foundation for continuous school improvement
- Demonstrated alignment between general school improvement, improvement activities for specifically for special education as well as other initiatives within the district
- Documented detailed implementation plans

As shown last year, the areas of concern found during the review analysis continued to be:

- Support with understanding the difference between outcome and implementation data
- Support for developing a detailed and actionable implementation plan related to the evidence-based practice(s) selected
- Tools and/or methods to evaluate the effectiveness of the professional development provided

Although there was an improvement in districts understanding the difference between outcome and implementation data, there are still a large number of districts who need additional support in this area.

Fidelity of core curriculum implementation will be documented through walk-throughs and observations by administration. Successful implementation of the evidence-based practice will be measured through data collected from coaching, professional development evaluations, and Effective Learning Environment Observation Tool (eleot) data and/or walk throughs conducted by administration.

➤ *Quote from a NE District Focused on Improving Reading*

Component 2: Systems Alignment

Intended outcomes that have been accomplished as a result of the implementation of the systems alignment work include multiple areas.

Area 1: Increased meaningful stakeholder feedback to assist in the overall implementation of the SSIP. During 2016 through 2019, NDE staff participated in trainings/meetings provided by OSEP and the National Center for Systemic Improvement (NCSI) that focused on creating meaningful engagement of stakeholders as well as levels of stakeholder participation.

Using the book, *Leading by Convening*, Nebraska undertook a more interactive and intentional focus regarding stakeholder involvement. This included the development of a virtual record keeping system which tracks discussions during meetings as well as allows for continuous stakeholder feedback.

Area 2: Engagement with multiple OSEP funded Technical Assistance Centers including:

- National Center for Systemic Improvement (NCSI)
- Center for IDEA Fiscal Reporting (CIFR)
- Center for IDEA Integration of Data (CIID)
- Signetwork
- IDEA Data Center (IDC)

With the support of the TA centers, the Office of Special Education has begun to refine and develop new policies and procedures surrounding the existing programmatic, compliance, and fiscal responsibilities of the Office. Nebraska has also attended the Cross State Learning Collaborative Fall Convening and participated in both affinity groups established by NCSI to assist in the systems alignment work. Nebraska has also joined the new Collaboratives established by NCSI for the new grant cycle.

Area 3: Team building focused on detailing the changing roles/responsibilities continues to be conducted by the Office of Special Education including aligning this work to the State Board's Strategic Plan. The Office of Special Education has also changed its monitoring process to ensure the following:

- Alignment between compliance and results with the special education monitoring process
- Alignment between the Office of Special Education's monitoring process and the Department of Education's accountability system (AQuESTT)

Stakeholder involvement in SSIP implementation

The Office of Special Education has made significant changes to meaningfully engage stakeholders. The details regarding how stakeholders have been involved in the implementation of the SSIP is described in this section.

How stakeholders have been informed of the ongoing implementation of the SSIP

Stakeholder involvement has evolved over the course of the implementation of the SSIP. The table below shows the evolution of involvement over time and the results that have been accomplished as a result.

Progression of Stakeholder Involvement

<u>Year</u>	<u>State of Engagement</u>	<u>Result</u>
2015-16	Informing → Networking	Sit/get → Cursory discussions, information with limited use
2016-17	Networking → Collaborating	More in-depth discussions → Development of products
2017-18	Collaborating	Development of: <ul style="list-style-type: none"> • MTSS Self-Assessment • MTSS Framework • MTSS Guidance Document
2018-19	Collaborating	Development of: <ul style="list-style-type: none"> • MTSS Website • MTSS Guidance Document for Non-Public Schools
2019-20	Collaborating	Development of: <ul style="list-style-type: none"> • MTSS Fiscal Guidance • Program Comparison Chart

During the course of the 2019-20 school year, multiple face-to-face and virtual meetings were held with the MTSS Builder’s Group that was initiated during the 2017-18 school year. The MTSS Builder’s Group disseminates information quarterly via the MTSS Newsletter to share what stakeholder groups are in existence, what groups are working on, and what work has been accomplished. A description of the various stakeholder groups is as follows:

- RDA Stakeholders (individuals who form the feedback and dissemination networks): assist the Office of Special Education with analyzing data and providing information about next steps based on the data reviewed;
- MTSS Stakeholders (individuals who form groups of key advisors and participants): utilize information from the RDA Stakeholder group to develop next steps for the MTSS Builder’s Group
- MTSS Builder’s Group (Individuals who form the core team): responsible for acting on the information from the RDA and MTSS Stakeholder groups in order to review and/or implement stakeholder input and support the build of the Nebraska MTSS framework.

How stakeholders have had a voice and been involved in decision-making

A description of how stakeholders have had a voice and been involved in decision-making regarding the ongoing implementation of the SSIP is described in this section.

Stakeholder involvement and voice have been integral in the development of the SSIP in Nebraska. Since the Phase III-Year 1 document, several instances of modification and improvement to the SSIP plan have been initiated due to the input of stakeholders. Early on in the development of the SSIP, stakeholders made it clear that the Nebraska MTSS framework needed to be sensitive to and inclusive of already established district frameworks while providing a foundation for districts who had not yet established a framework. Examples of how stakeholders have a voice include:

- Expanding and further developing the MTSS website including increasing the number of resources;
- Developing multiple technical assistance documents for MTSS including Guidance for Non-Public Schools;
- Providing input on the redevelopment of the website used to submit the Targeted Improvement Plan; and
- Providing input on the development of the revised special education monitoring system.

Summary of Progress in Implementing the SSIP

- Strategy (MTSS Implementation): Dissemination of the NeMTSS Framework Document across the state; continued partnerships between NDE, Districts and ESUs around NeMTSS; ongoing implementation of supports including tiered training; and expansion of the NeMTSS Website.
- Component 1 (Increase Use of EBPs): All 244 of Nebraska’s school districts submitted a Phase II Targeted Improvement Plan and received specific feedback to assist districts in the continuous improvement process. Over half of Nebraska’s districts report meeting the annual targets set.
- Component 2 (Systems Alignment): Multiple changes have occurred within the internal infrastructure of both the Office of Special Education and the Nebraska Department of Education. This process continues to be an ongoing endeavor and includes a revised monitoring process for the Office of Special Education with the support of various national TA Centers.

Data on Implementation and Outcomes

How the State monitored and measured outputs/outcomes

Nebraska used multiple measures to monitor and determine progress on outputs/outcomes to determine the effectiveness of the implementation plan that are described in this section.

How evaluation measures align with the theory of action

The evaluation measures within the logic model provide both quantitative and qualitative data to examine the progress and effectiveness of the theory of action. Each of the measures for the short-term and medium-term outcomes defined in the theory of action and logic model are benchmarks to indicate progress towards the long-term and impact outcomes. If the goals of the short-term and medium term outcomes are met, the theory would be that long-term goals of increased capacity and fidelity of implementation of evidence-based practices will be met. When those goals are met, the impact on the SIMR should be evident.

Data sources for each key measure

The strategy used by the State along with the components have unique data sources for each key measure which are described in this section.

Strategy (MTSS Implementation): Progress toward the implementation of the MTSS Framework are qualitative and quantitative and captured through agendas, and notes from the various stakeholder groups. Data from the Targeted Improvement Plan for districts receiving MTSS support is analyzed to determine if districts implementing the NeMTSS Framework are achieving outcomes.

Component 1 (Increase use of EBPs): The key measure was submission of the TIP. The data source for the key measure for component 1 was the TIP Rubric that was created as an excel spreadsheet.

Component 2 (Systems Alignment): Key measures included:

- The continuation of collaboration with the Committee for the Coordination of Systemic Improvement involving multiple offices within the Department of Education;
- Development of a continuous improvement planning tool;
- Revision of the monitoring process for the Office of Special Education; and
- Surveys from the MTSS conference.

The data sources for the measures are:

- The meeting minutes and agendas from the Committee for the Coordination of Systemic Improvement meetings;
- Copy of the continuous improvement planning tool;
- Copy of the new monitoring procedures for the Office of Special Education; and
- The survey results from the MTSS conference.

Description of data for key measures

The description of data used for each of the key measures is provided in this section.

Strategy: MTSS Implementation - Implementation Support Team

The Office of Special Education (OSE) restructured the Implementation Support Teams into a regional structure in which each region of the state had access to a MTSS lead responsible for coordinating learning opportunities that would be of benefit to the region. The MTSS Regional Leads support multiple Educational Service Units (ESUs) in the development of the MTSS System, fostering equity, consistency, and fidelity of implementation across the state. Through the regional structure, NDE provided differentiated support to districts. Districts interested in beginning to use MTSS or that had started MTSS and needed additional support were provided general support and training through a multi-day process. Districts that have an MTSS system in place, but needed assistance with interventions had a higher level of support focused on needs identified through the MTSS Self-Assessment. Due to the multiple measures used to track the progress made with the strategy of implementing the NeMTSS framework, a chart was created (see Figure 1) to detail the specific activities that were implemented during the 2018-19 school year, the key measures for those activities, and the data that was collected.

Figure 1

Strategy: MTSS Implementation

<u>Activities</u>	<u>Key Measures</u>	<u>Data</u>
Day 1 Systems Training	Attendance	120 districts involved
	TIP Review	59 districts reporting target was met for 2018-19 school year

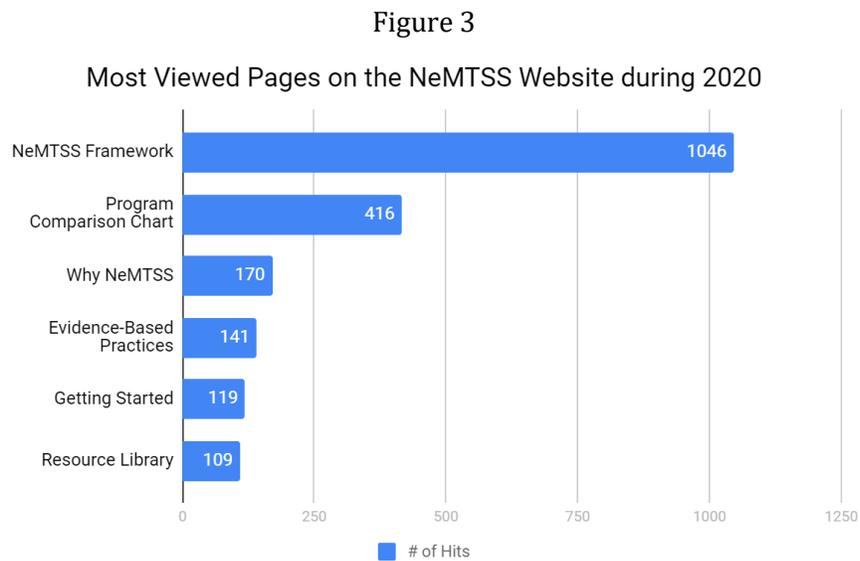
<u>Activities</u>	<u>Key Measures</u>	<u>Data</u>
Day 2 Systems Training	Attendance TIP Review	113 districts involved 55 districts reporting target was met for 2018-19 school year
Days 3 Systems Training	Attendance TIP Review	84 of districts involved 43 districts reporting target was met for 2018-19 school year
Days 4 Systems Training	Attendance TIP Review	66 districts involved 33 districts reporting target was met for 2018-19 school year
School Focus and Essential Element Training/Refine and Refocus	Attendance TIP Review	3 districts involved 3 districts reporting target was met for 2018-19 school year
PBIS/Pyramid Training	Attendance TIP Review	74 districts involved 38 districts reporting target was met for 2018-19 school year

To provide universal support to districts across the state, the NeMTSS Implementation team developed a website to house resources. The website is updated monthly to address questions and add information districts have requested. Figure 2 shows the number of hits the website has had for each calendar year since the inception of the website. Data shows that the website has more activity following training provided by the NeMTSS Implementation Team.

Figure 2
Number of Visitors to the NeMTSS Website

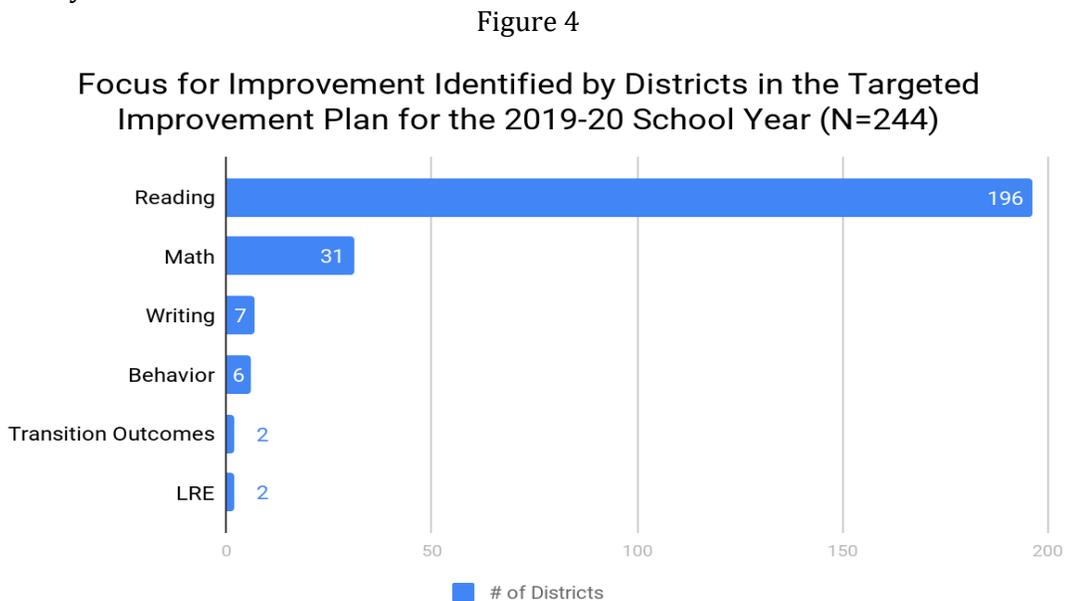
	<u>Unique Visitors</u>	<u>Number of Visits</u>	<u>Pages</u>	<u>Hits</u>
2018	1,858	4,023	75,926	360,504
2019	9,873	17,503	188,232	854,175
2020	2,351	4,622	113,612	254,674

Figure 3 shows the top pages viewed on the MTSS website. Traffic from the pages show that a large number of people who visit the site are looking for additional information about the MTSS framework. The next piece of information sought is the Program Comparison Chart in which different curricula and interventions are listed along with the level of evidence for each.



Component 1: Increase Use of EBPs

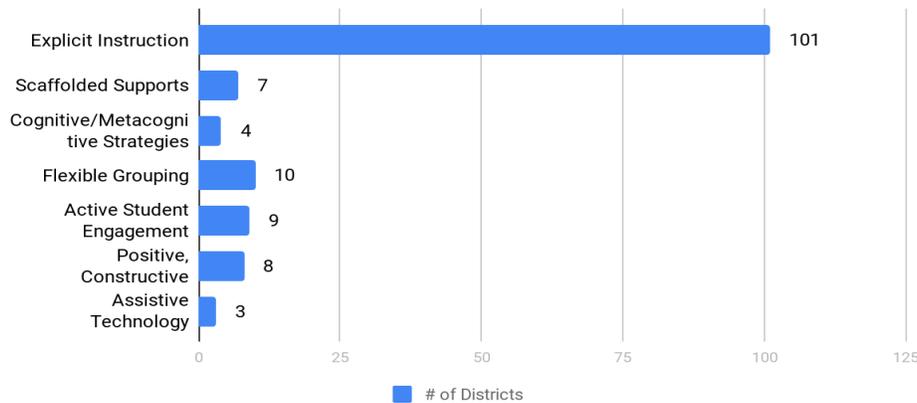
Key Measure 1: The preliminary review of the Targeted Improvement Plans (TIP) show that 94.67% of the districts submitted the TIP by December 2, 2019. The remaining districts completed their submission by early January. Based on data analysis, 196 districts chose reading as a focus for improvement (see Figure 4) which is an additional 15 districts who selected reading as a focus from the previous year.



Districts were also asked to specify the evidence-based strategy or strategies that would be implemented to improve outcomes for students with disabilities. For the districts who selected reading as a focus for improvement, the following evidence-based practices were selected: 101 selected explicit instruction; 10 selected flexible grouping; 9 selected active student engagement, 8 selected positive, constructive feedback, 7 selected scaffolded supports (see Figure 5).

Figure 5

Evidence-Based Strategy Selected by Districts Focused on Reading in the Targeted Improvement Plan during the 2019-20 School Year



With districts at various levels of TIP implementation, Figure 6 shows the number of districts reporting the 2018-19 target was met (51%). For the districts that did not meet the targets set, 13% provided an explanation for not meeting the target and described adjustments to the improvement plan to aid in meeting the target in the future; 27% provided an explanation for not meeting the target and 9% provided no explanation.

Figure 6

Districts Report of Meeting Targets within the Targeted Improvement Plan

Rubric Criteria	# of Districts	% of Districts
Met target	124	51%
Did not meet target but provided explanation & adjustments	32	13%
Did not meet target but provided explanation	66	27%
Did not meet target	22	9%

“Data drives everything at our school. Through the formation of our MTSS process, teachers are making decisions based on data. Having a formal process to review this and target needs of students has shown increases in student learning.”

➤ *Quote from School Leaders and Teachers in a Building Identified for CSI Support*

As a result of data collected during the review of TIPs submitted December 2, 2019, NDE included a setting in the electronic submission of the TIP that required Districts to report whether or not the target set was met. Figure 7 compares the difference in the number of districts reporting progress toward the target set from the 2018-19 school year to the 2019-20 school year as reported on the TIP. As shown in Figure 7, there was an increase of 7 districts showing an improvement in outcomes for students with disabilities. Due to several districts not reporting whether or not

progress was made during the 2018-19 submission, the 2019-20 submission required districts to report whether or not the target was met and provide a rationale (see Figure 6). Although there was an increase in the number of districts reporting no progress toward the target was made, this was due to districts being required to respond to the prompt, providing more accurate data for the Office of Special Education.

Figure 7

of Districts Reporting Progress Toward Target from 2018-19 to 2019-20

District Report	2018-19	2019-20	Difference
Progress Toward Target	117	124	+7
No Progress Toward Target	104	120	+16

The Targeted Improvement Plan (TIP) has grown and evolved since it began. With the submission that was due December 2, 2019, districts were expected to report progress with implementation of the strategy that was selected and data regarding fidelity of implementation. With the rubric that was developed for the TIP review, reviews identified the number of districts that had criteria to measure the fidelity of implementation as well as whether an evaluation plan was in place as required. Data showing the number of districts who met the rubric requirements is shown in Figure 8.

Figure 8

Districts Reporting Criteria Used for Implementation

Rubric Descriptor	# of Districts Meeting Rubric Criteria
The description included: (1) criteria used to measure successful implementation of the selected student-centered EBP, (2) the student-centered EBP evaluation plan, (3) the system for collecting valid and reliable implementation data, and (4) the system for collecting valid and reliable data about the focus of improvement	11
The description included (1) criteria used to measure successful implementation of the selected student-centered EBP and (2) an evaluation plan for measuring implementation of the EBP	67
The district description included at least one criterion used to successful implementation of the selected student-centered EBP	135
The district did not define/describe criteria used to measure successful implementation of the selected student-centered EBP	31

As shown in the logic model on page 5 and 6, it is the expectation that as districts select evidence-based practices that have a high likelihood of improving outcomes for students with disabilities, districts will implement those practices with high levels of fidelity which will increase the reading proficiency for students with disabilities. The quote below shows how districts are using fidelity data to support staff to achieve outcomes.

We still have a long way to go, but by focusing our attention and efforts on implementation, we have seen gains in student achievement.

➤ Quote from School Leaders and Teachers in a Building Identified for CSI Support

Component 2: (Systems Alignment)

Key Measure 1: The Committee for the Coordination of Systemic Improvement (CCSI) continues to meet. The goals of this committee include creating:

- A comprehensive continuous improvement process, aligned with AQuESTT, Nebraska's Frameworks, and AdvancED, that addresses requirements and needs of all programs;
- A multi-tiered system of support that builds capacity for a culture of continuous school improvement by monitoring for fidelity of implementation (including the use of a comprehensive needs assessment); and
- A system that builds a culture that ensures data-driven, evidence-based, student-centered decision-making and professional learning.

The committee, which has grown to include participants from multiple Educational Service Units (ESUs), was able to implement a comprehensive needs assessment aligned with the MTSS self-assessment. Districts identified as Comprehensive Supports and Intervention (CSI) piloted the needs assessment. Several workshops were conducted to assist CSI schools draft an improvement plan addressing the requirements of all the programs as detailed in bullet one above.

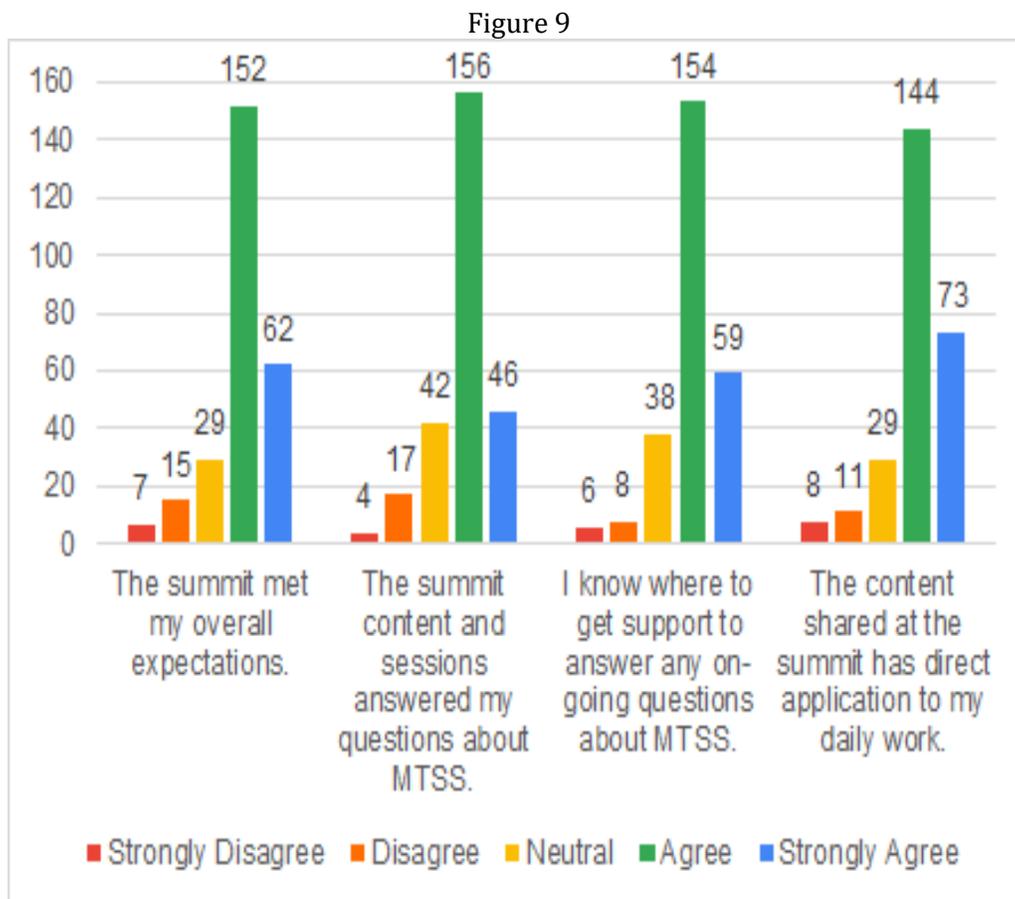
Although it still feels like there are many plans and requirements, the efforts and message to align plans has helped not only the leadership team but also the teachers know how their work is supporting students.

➤ Quote from a District Team at a TIP Workshop

Key Measure 2: To better align with the accountability system (AQuESTT), the Office of Special Education revised its monitoring process by moving away from pre-determining the districts monitored every year during a 5-year cycle, to using data to determine what districts need to be monitored. The monitoring cycle has also been altered so monitoring is done based on a calendar year rather than school year and coincides with the release of the AQuESTT classifications. To determine what districts are in need of monitoring, the Office of Special Education developed a data analysis tool that enables the Office to determine risk. For the 2020 calendar year, the Office looked at twenty-six programmatic and fiscal data elements. Based on a review of the data, districts with the highest level of risk on multiple areas were selected for monitoring.

Key Measure 3: Statewide MTSS Conference

NDE's August 2019 MTSS Statewide Conference allowed for more participants than the previous year with attendance increasing to 1,056 from the previous 750. Conference survey data indicated a high level of satisfaction. Participants were provided electronic evaluations in survey form to complete after each session and were provided a final conference evaluation at the conclusion of the conference. The final conference evaluation asked four questions in which participants were able to provide responses to indicate their level agreement from strongly disagree to strongly agree. Figure 9 provides the responses to the final conference survey questions.



[SIMR Summary Data](#)

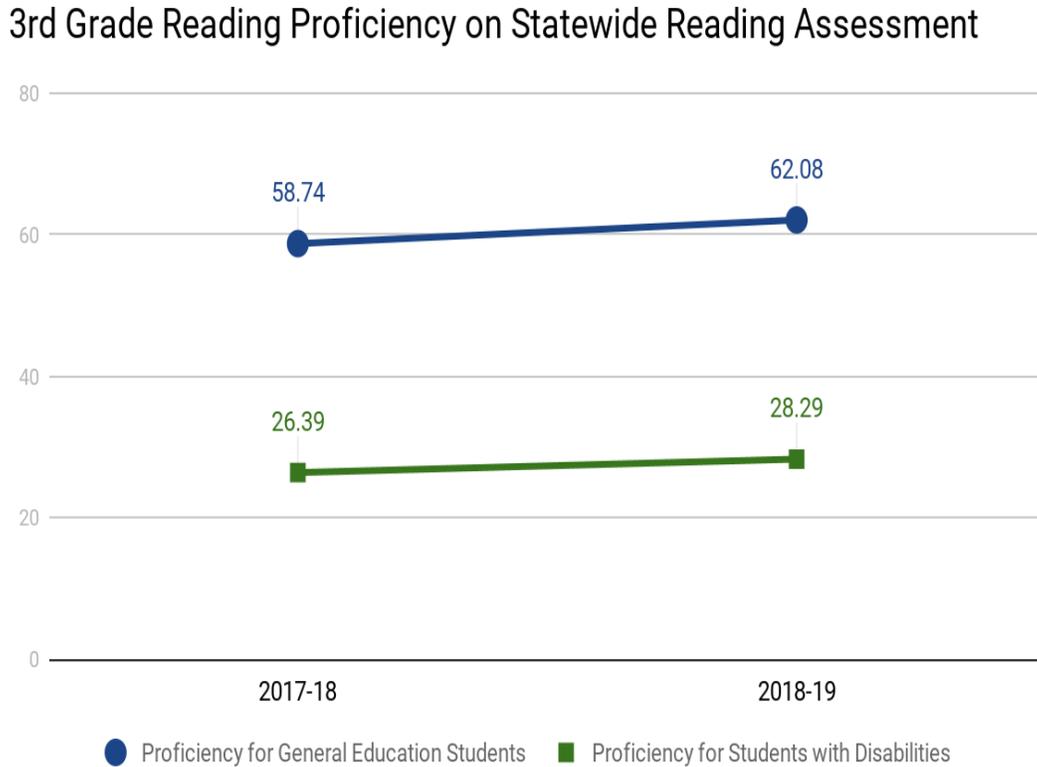
As stated in the Summary section on page 7, Nebraska's SIMR states:

Increase reading proficiency for students with disabilities at the 3rd grade level as measured by the statewide reading assessment.

Although Nebraska is monitoring reading improvement for all third grade students with disabilities rather than a cohort, the targets have remained the same until recently. Now that the state has had the same reading assessment for two years in a row, Nebraska was able to set new a baseline based on the more rigorous reading standards in place. Targets for third grade reading proficiency for students with disabilities as measured by the statewide reading assessment (NSCAS) are shown in

the table on page 7. Figure 10 shows the trend of reading proficiency for all third graders (general and special education students) on the statewide reading assessment for the past two years.

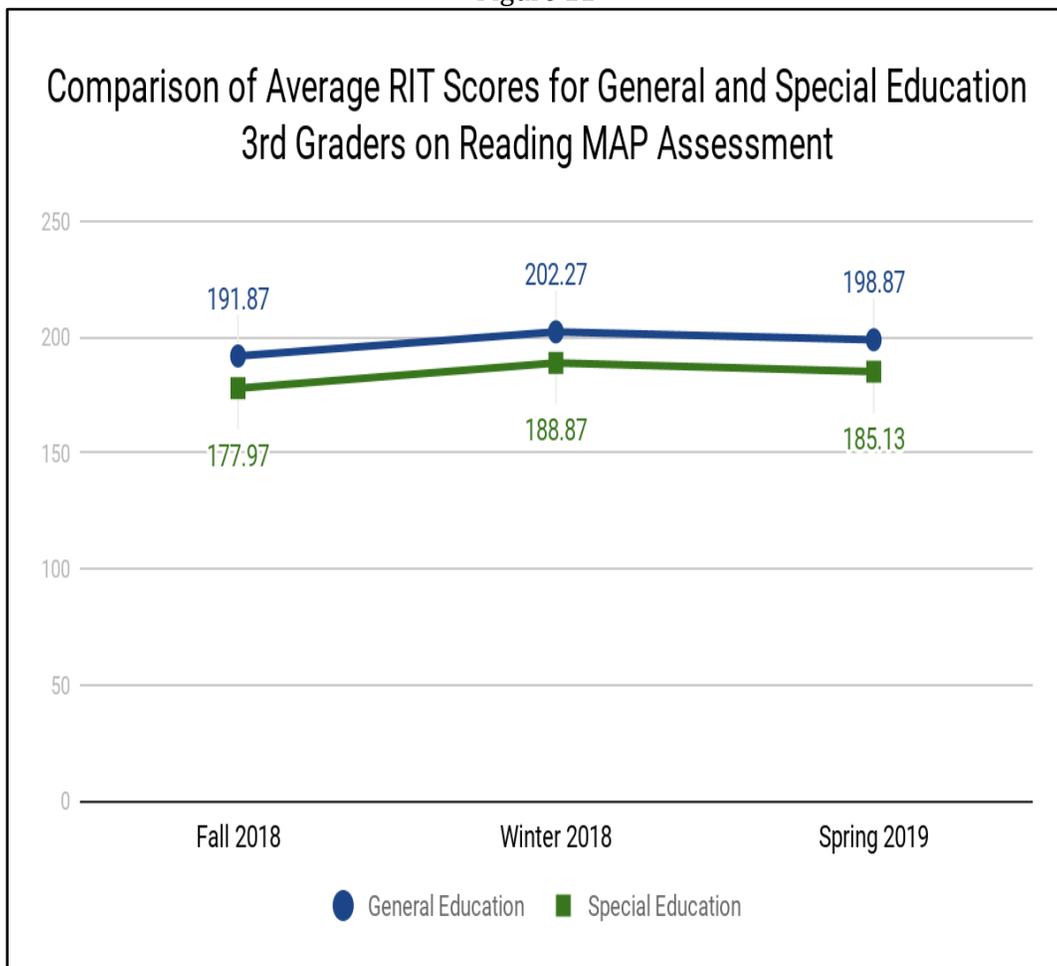
Figure 10



The Office of Special Education in cooperation with the Office of Data, Research and Evaluation was able to access the Measures of Academic Progress (MAP) data during the 2017-18 school year to begin to look at interim measures toward achievement of the SIMR. The MAP data during the 2017-18 school year was not a complete data set due to the manner of the data submission. In addition, some districts did not use the NDE Student ID on the MAP records preventing the data to be loaded into the Operational Data Store (ODS). Despite the data limitations, the Office of Special Education still analyzed the data which was reported in the SSIP Phase III Year 3 report (see pages 22 and 23). The data pool contained 1,836 third grade general education students and 375 special education students that were tested in the fall and winter of the 2017-18 school year.

During the 2018-19 school year, a complete set of MAP data was analyzed that included RIT (growth) scores per child for each district for the fall, winter, and spring test window. A majority of school districts tested three times during the course of the 2018-19 school year. However, to ensure comparability of scores the Office of Special Education used data for districts and students who had three test scores (fall, winter, and spring). The data pool contained 12,206 third grade general education students and 2,585 special education students that were tested in the fall, winter, and spring of the 2018-19 school year. The analysis of the complete set of preliminary MAP data can be found in Figure 11. The Office of Special Education looked at the average RIT score for both general education and special education students. Figure 11 shows the change in RIT scores for both general and special education 3rd graders tested from Fall 2018 to Winter of 2018 to Spring of 2019.

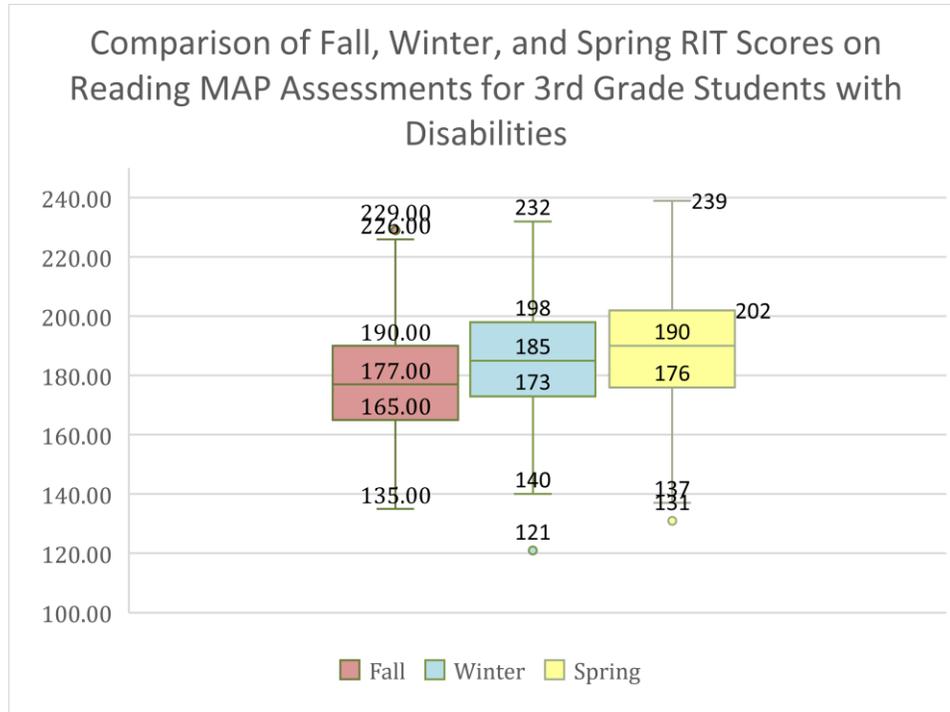
Figure 11



As described in the Logic Model found on pages 5- 6, Nebraska would like to decrease the number of students determined at-risk for reading failure beginning in kindergarten and to maintain/increase the rate of growth for students with disabilities in order for them to be grade level readers. Figure 12 shows the growth scores on the MAP assessment for 3rd grade students

with disabilities that were tested in the fall of 2018, the winter of 2018, and spring of 2019. The maximum and minimum score variations are shown as well as the median range of scores.

Figure 12



NWEA, the vendor of the MAP assessment, has determined that students scoring below 177 in the fall; below 183 in the winter; and below 189 in the spring are considered to be “at-risk” for future reading proficiency. Figure 13 shows the number and percent of general and special education 3rd grade students considered at-risk for the fall, winter, and spring reading assessment. As shown, the percentage of students with disabilities considered at-risk in reading reduced from the fall to spring testing.

Figure 13

General and Special Education Students Considered At-Risk in Reading

	Total # of 3rd Grade Students	Fall 2018 # of Students below 177	Fall 2018 % of Students below 177	Winter 2018 # of Students below 183	Winter 2018 % of Students below 183	Spring 2019 # of Students below 189	Spring 2019 % of Students below 189
General Education	12,206	1,738	14.24%	1,354	11.09%	1,874	15.35%
Special Education	2,585	1,263	48.86%	1,133	43.83%	1,220	47.19%

Due to the high percentage of students considered “at-risk” at the 3rd grade in reading and the need to ensure students had access to reading interventions early, NDE looked at pre-literacy and language scores for preschoolers obtained from Teaching Strategies GOLD, the assessment used to measure early childhood outcomes for Indicator 7 (see Figure 14). While Indicator 7 data (TS GOLD) takes its measurement from several other developmental domains to complete its early childhood ratings in two distinct categories, both the language and literacy scores present a positive picture of young children with disabilities in Nebraska. Every preschool child in each district in Nebraska has the opportunity to be assessed using the TS Gold, regardless of disability status. This practice has encouraged many districts to prioritize language and pre-literacy and inclusive programming in early childhood settings.

Figure 14

Percent of Preschool Students Meeting Pre-Literacy and Language Expectations on TS GOLD

	<u>Below Expectation</u>		<u>Meeting/Exceeding Expectation</u>	
	Without Disabilities	With Disabilities	Without Disabilities	With Disabilities
3 year olds	5.56%	36.45%	94.44%	63.55%
4 year olds	0.04%	24.74%	99.96%	75.26%

Data collection procedures and associated timelines

Nebraska has utilized multiple data collection procedures in order to address each identified strategy. Descriptions of these procedures and the associated timelines are presented in the following tables.

**Strategy: MTSS Implementation
Data Collection Procedures and Timelines**

<u>Key Measure</u>	<u>Data Source</u>	<u>Procedure</u>	<u>Timeline</u>
MTSS Training and technical assistance	Notes from observations of trainings conducted	Observations conducted by project staff	Ongoing - completed during each training provided
	TIP Review Data	Correlate data between level of training and support provided with data reported in the TIP	Completed annually in the winter

The MTSS process has caused the district to become more aware of the data that is collected on our students. We now use the data to make decisions about the assistance that is being given to our students, instead of relying completely on perceptual data. This improves the district's capacity to improve results for children with disabilities as we are catching them at an earlier age providing intense interventions and other accommodations to help them become more successful in their academic career.

➤ Quote from attendee at the MTSS Conference

**Component 1: Increase Use of EBPs
Data Collection Procedures and Timelines**

<u>Key Measure</u>	<u>Data Source</u>	<u>Procedure</u>	<u>Timeline</u>
Qualitative data obtained from NETA B	TIP Review Rubric	The TIP Review Rubric is utilized by NETA B to provide feedback to the districts and the Nebraska Department of Education.	NETA B staff annually complete the TIP Review Rubric during the winter.
Qualitative data obtained from NETA B	TIP Review Rubric	The outcome of the completed TIP Review Rubric is shared with each district by the Office of Special Education staff.	Office of Special Education staff provide the outcome of the annually completed TIP Review Rubric with each district during the winter/spring.

We use our data for instructional intervention and referral purposes. For the 18-19 school year, several grades showed an increased percentage of students meeting the core instruction goal. In addition, the total number of students identified for intensive or strategic support decreased through the year.

➤ Quote from a NE District Focused on Improving Reading

**Component 3: Systems Alignment
Data Collection Procedures and Timelines**

<u>Key Measure</u>	<u>Data Source</u>	<u>Procedure</u>	<u>Timeline</u>
Continuation of Learning Collaborative	Documentation of meetings jointly attended and/or presented Attendance of meeting participation from varying internal and external offices (NDE, ESUs, and Vocational Rehab.)	Keeping minutes of joint meetings Keeping agendas of conferences attended by multiple offices	Ongoing (began Fall 2015)

<u>Key Measure</u>	<u>Data Source</u>	<u>Procedure</u>	<u>Timeline</u>
Surveys from the MTSS Conference	Responses collected from surveys	Surveys sent to all registrants and participants who attend the MTSS Conference	Survey provided after each session
Development of revised Monitoring Process for the Office of Special Education	Data Rubric Monitoring Protocol	Analysis of data of districts selected for monitoring Revision of Monitoring Protocol	Ongoing (began Spring 2018)

SIMR

Data Collection Procedures and Timelines

<u>Key Measure</u>	<u>Data Source</u>	<u>Procedure</u>	<u>Timeline</u>
Nebraska 3rd grade statewide reading proficiency for students with disabilities	Nebraska Student Centered Assessment System (NSCAS) - beginning 2017-18	All students with disabilities in 3rd grade take the statewide assessment. NDE Data, Research and Evaluation Office provides reading proficiency data for analysis.	Assessments completed at the district level annually in the spring with results available to the State in the winter.
Growth goal	Measures of Academic Progress (MAP)	MAP testing made available to all districts. NWEA provides MAP scores to NDE.	Fall, Winter, and Spring (after districts provide MAP tests to students)

Sampling procedures

No sampling procedures were used during the 2018-19 school year. Assessment data from 3rd graders is analyzed for the state. The state disaggregates data from districts who select reading as the focus for improvement for the Targeted Improvement Plan to see if districts who specifically target reading are seeing improved outcomes as aligned with the state's SIMR. The state also disaggregates data from districts who have participated in the NeMTSS training to get an understanding of the level to which districts receiving training have met the targets set. Next year, NDE hopes to compare reading proficiency with the level of evidence reported with the reading curricula used and the number of MTSS training districts have been involved to begin tracking impact data.

Planned data comparisons

As discussed in the section on “*Coherent improvement strategies or principal activities employed during the year, including infrastructure improvement strategies*” on page 7, Nebraska has chosen to implement one strategy with two main components. The Office of Special Education will analyze reading proficiency data for districts who have selected reading as the focus for improvement on the Targeted Improvement Plan submitted. The Office of Special Education will also analyze reading proficiency for the districts that have had MTSS training.

How data management and data analysis procedures allow for assessment

How data management and data analysis procedures allow for assessment of progress toward achieving intended improvements is detailed within this section.

With the support and guidance of various stakeholders, Nebraska intentionally created a data management and analysis process that incorporated procedures allowing for ongoing, time sensitive, and incremental reviews of the data at all levels including student, building, district and state. The goal of data management and analysis is for the Office of Special Education to implement a timely feedback loop between collection and implementation. This will allow for responsive changes to be implemented as successes and challenges are identified.

Details regarding when data is collected, how it is collected and when data is analyzed can be found in the tables below. To clarify the data procedures and progress, the following tables have been separated into the measurement for the SIMR as well as the major strategy and the two main components that Nebraska is implementing.

Strategy: MTSS Implementation Data Collection Processes

<u>Data Collection</u>	<u>When Collected</u>	<u>How Collected</u>	<u>When Analyzed</u>
Google Doc	During stakeholder meetings following release of website	Electronically	Winter
Excel Sheet	After each training provided	Data input completed by staff conducting training	Following each training

Component 1: Increased Use of Evidence-Based Practices Data Collection Processes

<u>Data Collection</u>	<u>When Collected</u>	<u>How Collected</u>	<u>When Analyzed</u>
TIP Review Rubric	Annually in the winter	TIP Review Rubric completed by NETA B	Annually in the winter

**Component 2: Systems Alignment
Data Collection Processes**

<u>Data Collection</u>	<u>When Collected</u>	<u>How Collected</u>	<u>When Analyzed</u>
Google Doc	During each stakeholder meeting	Electronically	Following each meeting
Comprehensive Needs Assessment	Winter - required by buildings identified as CSI	Electronically	Winter
Conference Surveys	During MTSS Conference	Electronically	Conference data analyzed fall/winter of 2019

**SIMR
Data Collection Processes**

<u>Data Collection</u>	<u>When Collected</u>	<u>How Collected</u>	<u>When Analyzed</u>
Statewide Reading Assessment	Annually in the spring	State assessment given to every student in the state beginning at 3rd grade	Annually in the winter
NWEA MAP Reading	Varies by district	NWEA provides data file to NDE every two weeks per MOU agreement	Fall, Winter, and Spring after assessment window

Data analysis indicates that at this phase of implementation, Nebraska is collecting the necessary data and appears to be on target for meeting a majority of the outcomes detailed within Phase III - Year 3 of the SSIP.

How the State has demonstrated progress and made modifications to the SSIP as necessary

The Office of Special Education has demonstrated progress and made modifications to the SSIP in multiple ways. Those methods and modifications are described in this section.

How has the State reviewed key data that provide evidence

A description of how the State reviewed key data that provide evidence regarding progress toward achieving intended improvements to infrastructure and the SIMR are described in this section.

Nebraska is implementing one strategy with two components designed to impact reading proficiency at multiple levels (student, district, region, state). Each strategy has key data being

collected and analyzed to ensure progress is made toward achieving outcomes. The chart below displays the three strategies implemented along with the key measures.

Strategy: MTSS Implementation

<u>Key Measure</u>	<u>How Progress is Demonstrated</u>	<u>Changes Made As Necessary</u>
Type of training and support provided	Data collected from project staff to target additional support needed by project staff.	Data shows that project staff are implementing trainings as required. No changes needed at this time, but data will continue to be analyzed.
TIP Review Data	TIP data from districts receiving training and support from the Implementation Support Team is reviewed to determine whether districts receiving support report progress toward targets set.	Second year of this type of analysis to show impact. Data will continue to be collected and analyzed. NDE will also begin comparing changes to core curricula made by districts who have received training.

Component 1: Increase Use of EBPs

<u>Key Measure</u>	<u>How Progress is Demonstrated</u>	<u>Changes Made As Necessary</u>
Review Rubric	Data review from TIPs submission to identify supports and training districts need with the continuous improvement process.	Reformatting how the TIP is submitted Reformatted the TIP review to identify more specific areas of training needed

Component 2: Systems Alignment

<u>Key Measure</u>	<u>How Progress is Demonstrated</u>	<u>Changes Made As Necessary</u>
Meeting minutes and agendas	Review of participation of various office staff (NDE and ESU) participating in attending joint meetings and sharing data.	Infrastructure change is a slow and complex process. Office of Special Education staff will continue to invite and engage offices to participate and attend outside meetings as requested.
Conference Survey	High degree of satisfaction with the conference	Moving conference date to later in the year.

<u>Key Measure</u>	<u>How Progress is Demonstrated</u>	<u>Changes Made As Necessary</u>
Documentation of monitoring protocol	Establishment of Monitoring Protocol with greater emphasis on data and outcomes	Data and feedback from the districts selected for monitoring.

Evidence of change to baseline data for key measures

Nebraska is looking at data from the entire state for the SIMR and the interim measures (MAP and TS GOLD). Due to the multiple changes with the statewide assessment (NSCAS), the data for the SIMR has not been comparable, however, the assessment and the standards used for the assessment have stabilized allowing NDE to set a new baseline and targets.

As specified in the logic model on page #, Nebraska set growth goals. During the 2018-19 school year, NDE was able to analyze MAP data and establish baselines for the number of students considered at risk in reading. The office will continue to conduct an analysis of 3rd grade reading proficiency as well as look at trend data on the state and MAP assessment for districts who have focused on improving reading for the Targeted Improvement Plan.

How data support changes that have been made to implementation and improvement strategies

The Office of Special Education surveys districts and uses data gathered from the Targeted Improvement Plan (TIP) to make changes to implementation and improvement strategies. Data from the TIP reviews and surveys are used to make changes to the TIP submission and guide the professional development planned. Based on the data from the most recent review of the TIPs, the Office of Special Education has identified trainings needed to better support districts. A list of training that districts need is on page 15. The state has also identified areas of the TIP that can be further streamlined to assist districts in submitting the TIP. These changes will be implemented in time for the November 2020 submission.

How data are informing next steps in the SSIP implementation

Multiple data sources have converged to inform the next steps of the SSIP implementation. Data from stakeholder groups, needs assessments, surveys and the TIPs review support the need to continue with some planned steps and to make some modifications to other next steps. From the data, the SSIP management team has determined that more training and resources need to be developed and disseminated in the areas of evidence-based practices, data analysis and core components of MTSS. In addition, the SSIP implementation will continue to move forward in supporting districts with writing TIPs and helping to support the implementation of those plans and with increasing the alignment of the SSIP with other initiatives and programs within both NDE and regions.

How data support planned modifications to intended outcomes

How data support planned modifications to intended outcomes including the SIMR as well as the rationale or justification for the changes or how data support that the SSIP is on the right path is described in this section.

The office will continue to conduct an analysis of 3rd grade reading proficiency as well as look at trend data with the state and MAP assessment for districts who have selected reading as a focus for improvement. The decrease of the percentage of special education students identified as at-risk in reading is evidence that the SSIP is on the right path. As we now have more stable data for the SIMR, a new baseline and targets have been set. The Office of Special Education will continue to monitor MAP and TS GOLD data as interim measures (growth goals) for the SIMR.

The Office of Special Education and stakeholders have determined the SIMR is appropriate and continues to be the focus of improvement for the state. Due to multiple changes in the statewide assessment, NDE has previously been unable to reset targets. However, now that Nebraska has used the same assessment for the past two years new targets have been established with the input and recommendations of Stakeholders using 2017-18 as the baseline. NDE is also now using an alternative interim measure, NWEA's Measures of Academic Progress (MAP). MAP is used as a formative assessment within Nebraska schools and provides robust measures of progress toward proficiency. The Office of Special Education and the Office of Data, Research and Evaluation is now able to access and overlay demographic data onto the MAP data for analysis. As a result, the Office of Special Education has established baseline measures showing the number of students considered "at-risk" in reading to begin setting interim goals in the future.

Stakeholder involvement in the SSIP evaluation

The Office of Special Education has made significant changes to meaningfully engage stakeholders. The details regarding how stakeholders have been involved in the evaluation of the SSIP is described in this section.

How stakeholders have been informed of the ongoing evaluation of the SSIP

Results Driven Accountability (RDA) work and evaluation has been and continues to be a topic on agendas with stakeholders. With RDA and evaluation of the SSIP a priority for engagement with internal and external stakeholders, all meetings have included a review of the data collected to date and a discussion of future action that should be taken in response to what the data has shown. Specifics regarding how stakeholders have been involved can be found in the section *Stakeholder involvement in SSIP Implementation* beginning on page 14.

The evaluation components have been discussed with multiple stakeholders including staff from the Office of Special Education, district and ESU staff, community members and leadership groups such as Special Education Advisory Committee (SEAC) and Nebraska Association of Special Education Supervisors (NASES).

How stakeholders have involved in the ongoing evaluation of the SSIP

How stakeholders have had a voice and been involved in decision-making regarding the ongoing evaluation of the SSIP is described in this section.

Stakeholders are key participants throughout the entire SSIP process particularly with the implementation of the MTSS Framework. For MTSS, Nebraska stakeholders have provided feedback on the MTSS self-assessment and analyzed feedback each time a pilot district took the self-assessment to determine what changes were needed to the self-assessment before releasing for all districts to use. Stakeholders at all levels of involvement have the opportunity to review data from the MTSS conference, self-assessment, and TIPs which provide input into next steps. Additional specifics of stakeholder involvement can be found on page 14.

Summary of Evaluation

- District Targeted Improvement Plans were submitted in a timely manner and contained an implementation and evaluation plan.
- 196 Nebraska districts have chosen reading as a focus for improvement, an increase of 15 districts from the previous year.
- An MTSS website was developed to house resources.
- Work to align the internal infrastructure continues and is ongoing.
- NDE along with Stakeholders established new targets for 2019-20 and 2020-21 using 2017-18 statewide assessment data as a baseline.
- NDE has overlaid demographic data onto the MAP data for use to determine progress toward the SIMR.
- NDE has established baseline data for the number of students considered “at-risk” for reading at the 3rd grade level using MAP data.

Data Quality Issues

Data limitations that affected reports of progress

A description of the data limitations that affected reports of progress in implementing the SSIP and achieving the SIMR due to the quality of the evaluation is described in this section.

Nebraska has identified few data limitations affecting reports of progress in the implementation of the SSIP and achievement of the SIMR. For the first time in three years, Nebraska has used the same statewide assessment for two consecutive years allowing the Office of Special Education and Stakeholders to establish new targets and baseline.

During the 2017-18 school year, the state developed interim data measures for the SIMR. The State began obtaining MOUs between the districts and NWEA to obtain MAP data that is planned to be used to monitor reading proficiency prior to the 3rd grade statewide reading assessment to better analyze the extent to which the strategies implemented have had an effect. MAP data will also be used to measure progress toward the Growth Goals that were established when the SIMR was updated for Phase III. The biggest data limitation is the number of times districts administer the MAP assessment. Only districts who administered the MAP assessment three times during the 2018-19 school year were analyzed which omitted some districts from the interim analysis. However, given there were so few districts that didn't test three times, NDE is confident in the baseline data obtained from the analysis and hopes to establish a trend in the number of students identified as “at-risk” readers in order to establish targets to reduce the overall number of students considered “at-risk”.

Concern or limitations related to the quality or quantity of the data

The concern or limitations related to the quality or quantity of the data used to report progress or results is described in this section.

Strategy: MTSS Implementation

Currently, there are no concerns with the data collection, validity, or reliability for the purposes of reporting progress or results in regards to the implementation of the MTSS Framework strategy.

Component 1: Increase Use of EBPs

In order to increase the consistency of reviewing the TIPs, the Office of Special Education contracted services with NETA B. NETA B developed a rubric to evaluate the TIPs based on information provided by the Office of Special Education and the document developed to provide districts with requirements and examples for each TIP component. NETA B ensured reviews were consistent and feedback was specific. This change has increased the quality and quantity of the data used to report progress and results.

Component 2: Systems Alignment

Measures for changes in the infrastructure have begun. Issues regarding data quality and concerns for changes to infrastructure may be revealed as this area of measurement continues to evolve. The Office of Special Education is using *Leading by Convening* rubrics to document work across programs within the department to measure changes in infrastructure. Progress toward systems alignment can be shown in the development of the comprehensive needs assessment, the collaborative efforts the department has undergone to support districts identified as “comprehensive supports and intervention” through ESSA, and the revision of the monitoring process used by the Office of Special Education. Districts also report they see the Department as partners in improvement rather than solely playing a regulator role.

SIMR:

Currently, Nebraska has multiple checks and balances to ensure the validity and reliability of the data collected. The current statewide data collection does not permit real-time viewing of data and has limits based on collection fields. Nebraska changed the vendor providing the statewide assessments in 2017 which impacted the ability of the Office of Special Education to compare reading proficiency results for students with disabilities in an equitable manner. Another consideration with the measurement of the SIMR is that the statewide measure of reading proficiency begins at the 3rd grade level. To assist with assessing the state’s progress at meeting the SIMR targets, Nebraska instituted two growth goals which will be measured using MAP data on a quarterly basis.

1. Decrease the number of students determined at-risk for reading failure beginning in Kindergarten; and
2. Maintain/Increase the rate of growth for students with disabilities who have IEPs to be grade level readers.

Implications for assessing progress or results

Nebraska’s continuous improvement loop requires consistent data reviews to ensure progress is made in both the implementation of the SSIP activities and the SIMR.

Nebraska’s review process has focused on the following areas:

- Stakeholder input that provides guidance with data collection, strategy implementation and overall SSIP evaluation.
- MOUs allow NDE to directly receive NWEA MAP data.
- Identify the types of tests administered at the district level paying particular attention to the grade levels in which reading assessments are administered and frequency of the test administrations.
- Measures for changes in the infrastructure began. Issues regarding data quality and concerns for changes to infrastructure will be monitored as measurement continues.

Plans for improving data quality

Due to the incomplete data set for MAP data, NDE provided districts with guidance regarding assessment set up to ensure that districts are using the unique Student ID provided by NDE on all MAP assessments. This alteration will enable NDE to get both fall and winter scores on the MAP data while overlaying demographic data that is already collected.

The Office of Special Education is also working with the Office of Data, Research and Evaluation to ensure reports can be generated from the secure website districts upload their Targeted Improvement Plans enabling the office to pull data directly from the site rather than from the TIP reviews completed.

At this point in time, no other changes to the statewide reading assessment (NSCAS) are anticipated which should enable the Office of Special Education to compare the 2019 reading proficiency scores with those obtained in the future.

Summary for Data Quality Issues

- Strategy: MTSS Implementation: No data quality issues reported.
- Component 1: Increase Use of EBPs: NDE has contracted with NETA B which developed a rubric to improve the quality and quantity of the data collected through the TIP review process.
- Component 2: Systems Alignment: No data quality issues reported.
- SIMR
 - No data quality issues reported for the statewide assessment at this time.
 - Incomplete data set of NWEA MAP reading scores for growth goals

Progress Toward Achieving Intended Improvements

Assessment of progress toward achieving intended improvements

The assessment of progress toward achieving intended improvements is described in the following section.

Infrastructure changes that support SSIP initiatives

The infrastructure changes that support SSIP initiatives, including how system changes support achievement of the SIMR, sustainability, and scale-up are described in this section.

For the main strategy (MTSS Implementation), Nebraska shifted to a more comprehensive and differentiated framework for MTSS implementation that is inclusive of multiple levels supporting the statewide implementation of MTSS. The development of an MTSS website that includes resources and information was released in the summer of 2018 and allows for the scale-up and sustainability of MTSS. The website is and will continue to be updated periodically to respond to the needs of those accessing it.

For component 1 (Increase Use of EBPs), from stakeholder feedback and survey results, the Office of Special Education updated the secure website in which districts submit the Targeted Improvement Plan (TIP). The new secure website highlighted the components of the continuous improvement process and streamlined the requirements of the TIP submission.

For component 2 (Systems Alignment), the Committee for the Coordination of Systemic Improvement (CCSI) has developed a continuous improvement process for use by all offices within the Department and piloted a Comprehensive Needs Assessment for districts identified as needing Comprehensive Supports and Intervention.

In the areas of monitoring, programmatic and fiscal mapping, Nebraska continues to participate in technical assistance provided by NCSI, IDC, and CIID. Nebraska is finding the process beneficial and assists with staff familiarization of data, allowing for early identification of collection issues which will lead to increased data quality, and creates a structure to support sustainability.

Evidence that SSIP's evidence-based practices are being carried out with fidelity

The evidence that the SSIP's evidence-based practices are being carried out with fidelity and having the desired effects are described in this section.

Strategy (MTSS Implementation):

Data showing the impact of the implementation of the MTSS framework is in the second year and is already showing impact. Data of districts receiving support from the Implementation Support Team is being correlated with progress toward targets set within the TIP review which can be seen on pages 19-20. In the future, NDE will also compare the level of evidence of the core curriculum used by districts who have received MTSS training to measure impact of training on instruction changes within districts through a comparison of data collected by the trainers, and the survey required by Teaching and Learning to indicate the core curricula used by districts.

Component 1 (Increase Use of EBPs): All 244 districts submitted a Targeted Improvement Plan that included each of the required areas. As the TIP is designed to contain multiple components, fidelity data was the focus of the submission due to the Office of Special Education December 2019. Information from TIP reviews assists in the development of internal and external training needed to ensure there is an increase in the use of evidence-based practices and EBPs lead to the improvement of outcomes for students with disabilities. Data showing which evidence-based practices are being implemented can be seen on page 22.

Component 3 (Systems Alignment): The Learning Collaborative which has transformed into CCSI continues to meet frequently and is committed to supporting the SSIP efforts. The Office of Special Education continues to be involved in each department initiative and is committed to membership in each. The Office of Special Education has also identified individuals from outside the agency to also serve within membership to promote collaboration and continued successes when barriers arise.

Outcomes regarding progress toward short-term and long-term objectives

The outcomes regarding progress toward short-term and long-term objectives that are necessary steps toward achieving the SIMR are described in this section.

Strategy (MTSS Implementation):

(Logic Model S1a-d) Due to reports from districts receiving support by the Implementation Team, NDE has received more requests for support. As a result, NDE has hired regional MTSS support personnel to help fulfil requests. Outcome data is starting to be collected and analyzed. The MTSS Implementation Team has focused on providing consistent training throughout the state and is currently working on addressing additional training needs identified including providing specific support for English Language Arts.

Component 1 (Increase Use of EBP):

(Logic Model C1a-d) The TIPs reviewed identified supports needed for improvement and evidence-based strategies. The most critical component for support identified was the need for districts to report implementation data as well as assistance with identifying tools to measure fidelity. For additional information refer to page 15.

Component 2 (Systems Alignment):

(Logic Model C2a-d) The Office of Special Education continues to use professional learning communities within the team to collaborate and develop task specific products to provide technical assistance to local districts and Educational Service Units. The Office of Special Education specifically works within three areas to develop collaboration amongst the ESSA, AQuESTT (Nebraska's student accountability system), and grant funded projects designed to support special education student outcomes. Members from the Office of Special Education are part of the CCSI (see *Progress on Component 2: Systems Alignment* on beginning on page 13).

Measurable improvement in the SIMR in relation to the targets

The statewide assessment for reading has been stable over the past 2 years, allowing the Office of Special Education, along with input from Stakeholders, establish baseline for reading proficiency for 3rd graders and to set targets for the 2019-20 and 2020-21 school years.

Summary

Strategy: MTSS Implementation

- NDE hosted the third annual MTSS Framework Conference
- Continuation of multiple stakeholder groups to facilitate implementation of needs identified by stakeholders
- Development of an improvement plan aligned with the district level MTSS self-assessment and multiple offices within the Department to facilitate continuous improvement with all districts including those identified as "Comprehensive Support and Intervention"
- Consulting framework developed to assist districts with self-analysis for implementation of MTSS
- Continued development of the MTSS website

Component 1: Increase Use of EBPs

- TIP Review completed on all TIPs to determine how districts are measuring fidelity and establish the number of districts who report progress toward the target set
- Alterations to the online secure district website for the TIP that ensures all required components are updated by districts prior to submission
- Implementation of multi-office training for districts focusing on continuous improvement

Component 2: Systems Alignment

- Restructuring of the Office of Special Education personnel roles and responsibilities aligning with the State Board's Strategic plan
- Strategic planning across the Department continues
- Revision of the monitoring process used within the Office of Special Education to align with AQuESTT and provide a more balanced focus between compliance and outcomes

SIMR

- Initial analysis of MAP data to provide progress monitoring of SIMR
- Establishment of baseline data showing number of students identified as “at-risk” in reading
- Establishment of SIMR targets for 2019-20 and 2020-21 with Stakeholders

Plans for Next Year

Additional activities to be implemented next year, with timeline

As the Office of Special Education has implemented the activities that were detailed within the Phase III-Year 1 of the SSIP and engaged in strategic conversations with stakeholders regarding implementation data, timelines for the activities originally planned changed and additional activities planned. Those specific activities include providing a comprehensive framework for MTSS with a publicity plan, developing resources to be used within technical assistance with MTSS, increasing the use of evidence-based practices, etc. A description of what the Office of Special Education will be implementing over the next year for the SSIP-Year 5 can be found below.

Planned evaluation activities including data collection, measures, and expected outcomes

Currently, the Nebraska Department of Education Office of Special Education has multiple evaluation activities planned including data collection, measures and expected outcomes. Those pending evaluation activities are described in the table below.

Planned Evaluation Activities

<u>Evaluation Activities</u>	<u>Data Collection</u>	<u>Measures</u>	<u>Expected Outcomes</u>
Monitor progress with SIMR	Annual Statewide reading assessment	Percent of students with disabilities scoring at a proficient level	Meet targets set within the SIMR
(NEW) Monitor growth goals	NWEA MAP reading assessment - analyzed on a quarterly basis	Rate of growth	Students with disabilities will maintain or increase the necessary rate of growth to achieve grade level reading skills Number of students identified as “at-risk” in reading will decrease.

<u>Evaluation Activities</u>	<u>Data Collection</u>	<u>Measures</u>	<u>Expected Outcomes</u>
Monitor improvement of outcomes in districts	TIP Review	Report of progress toward targets	Half of districts who submitted TIP will show improvement in focus area selected Reading proficiency data for students with disabilities in districts that chose reading as a focus for improvement will increase
Monitor implementation of MTSS Framework	Google Doc	Survey of Stakeholders regarding functionality of new website	Districts report using website materials NDE adds/deletes/changes content based on stakeholder feedback
Monitor implementation of MTSS Framework	Conference Surveys	Perceptual data gathered from surveys	Tier I MTSS implementation with increased fidelity
Monitor Systems Alignment	Google Doc	Survey of Stakeholders regarding continuous improvement tool	Continuous improvement tool aligned with AQuESTT, ESSA, and all Department Office needs
Monitor Systems Alignment	Final Report	Implementation of required activities	District staff receive training needed to implement TIPs and outcomes improve for students with disabilities

Anticipated barriers and steps to address those barriers

With the assistance of stakeholders, barriers to the strategy and components were identified and steps to address the barriers identified. The information can be found in the tables below.

Barriers to MTSS Implementation

Anticipated Barriers	Steps to Address Barriers
Lack of common language to describe components of MTSS due to lack of understanding of the Framework	Structured work and cross-training with MTSS regional facilitators to ensure consistency of training and messaging
Districts in different stages of MTSS implementation	Development of a tiered system of support to ensure there are universal, targeted, and intensive supports available from the State

Anticipated Barriers	Steps to Address Barriers
Limited staff knowledge/guidance and implementation planning	Bi-monthly meetings with MTSS facilitators to share work that has been accomplished and plan next steps

Barriers to Increasing Use of Evidence-Based Practices

Anticipated Barriers	Steps to Address Barriers
Districts struggle to identify evidence-based strategies for use with students with disabilities	Provide a list of choices that focus on the high leverage practices shown to be effective for students with disabilities
Districts need an understanding of implementation data and how to collect it	Provide examples of implementation measures on-line and during trainings

Barriers to Systems Alignment

Anticipated Barriers	Steps to Address Barriers
Limited internal/publicly accessible data	Create reports including real-time data for staff members to use and analyze
Focus on accountability and compliance	Use of a risk rubric including both compliance and results measures to make informed decisions about special education monitoring and programmatic improvements
Staff capacity to support struggling districts	Increase collaboration between offices to provide supports needed
Unclear/undocumented policies for data collection and usage	Continued documentation of policies and procedures for data collection and usage – updating as staff change

The State describes any needs for additional support and/or technical assistance

- Support and technical assistance from the National Center for Systemic Improvement (NCSI) with the following:
 - Low performing school systems
 - Evidence-based practices; and
 - Results based accountability and support
- Continued support and technical assistance from the IDEA Data Center (IDC) with monitoring and implementation support of the evaluation plan.
- Continued recognition from OSEP of the importance of breaking down silos and the need for continued cross-departmental collaboration.
- Continued technical assistance/guidance calls to communicate emerging national issues affecting SSIP implementation.
- OSEP funding and support to have staff to collaborate and problem solve regarding SSIP implementation issues.
- Sustained continuity of support and leadership from OSEP.